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Drinking, driving and deciding : an alcohol



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RINKING, DRIVING AND DECIDING

An Alcohol Module for Traffic Safety Education

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Prepared by Educational Service District No. 121
for
Dr. Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

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ACKNOWLEDGEMENTS AND CREDITS

This module is the result of the time and energies of a wide variety of people over the years. Few of the ideas are new. They are mostly a re-arrangement of other people's past ideas. Although individual names do not appear here, we sincerely appreciate all of your ideas and efforts, without which this module would never have come to be.

The "Yellow Pages" resource supplement was the result of the time and effort of many people, and our sincere appreciation goes to:

Dr. Rogert Butz (SAFECO Insurance)
Nada Estes (University of Washington)
Bill Burkett (Washington State Liquor Control Board)
Sgt. Richard Carr (Washington State Patrol)
Marvin Ryser (Department of Licensing)

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Finally, our special thanks goes to a young high school artist, Mike Batt, whose creative talents make this module much nicer to read.

* * * * *

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Also involved in the development of the module were the four regional traffic safety education coordinators:

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Art Opfer, ESD #105 - Yakima

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HOW TO USE THE MATERIALS

I. The Guide:

This instructor's guide is a set of instructional materials designed to assist you in making the alcohol education part of your course relevant and interesting to the students. It consists of three mini-courses and a resource supplement.

A. Mini-Courses

The guide is divided into four hour (green), six hour (blue) and eight hour (pink) mini-courses consisting of class sessions providing day by day activities for the teacher and the students. For each class session, except the first, there are two optional lesson plans. The two lesson plans work toward the same objectives only using different teaching methods.

 * Please feel free to mix and match the options to meet your individual *
 * needs. You don't have to use only the "A" options or only the "B" *
 * options. You may want to add your own ideas and materials. *

Each lesson plan has a: Focus section which indicates the course objective being addressed; Prep section containing a list of anything the instructor needs to do prior to coming to class, and; Lesson Outline which identifies the resources needed, the step by step procedures and space to evaluate the results. The evaluation space can be used to make notes about how successfully that lesson worked for you. In addition, following each lesson plan are master copies of any handouts used during the lesson. These can be copied and distributed to the participants. The lessons are arranged in a recommended sequence. Again, however, feel free to rearrange the order of the lessons so that it fits your needs.

B. The Yellow Pages is the resources supplement containing the basic information upon which the lessons are based. Where appropriate, each lesson plan has been cross-referenced with the corresponding section and page number in The Yellow Pages so that if you want additional information before teaching the lesson, you can "find it fast in The Yellow Pages."

II. The Kit:

The lesson plans in the module call for a number of teaching materials. Rather than having each instructor develop his/her own, copies of these materials have been included in the kit. In each lesson plan the materials required are listed under the Lesson Outline section as "From the Kit."

You may have some additional ideas for using the kit materials. As with the lesson plans, please feel free to make use of the materials in the manner which best suits your teaching style and the needs of your students.

We hope you find this module and the materials useful and enjoyable.

DRINKING, DRIVING AND DECIDING

Goals and Objectives

OVERALL GOAL: To help students make responsible decisions about their use of alcohol, especially as it relates to driving.

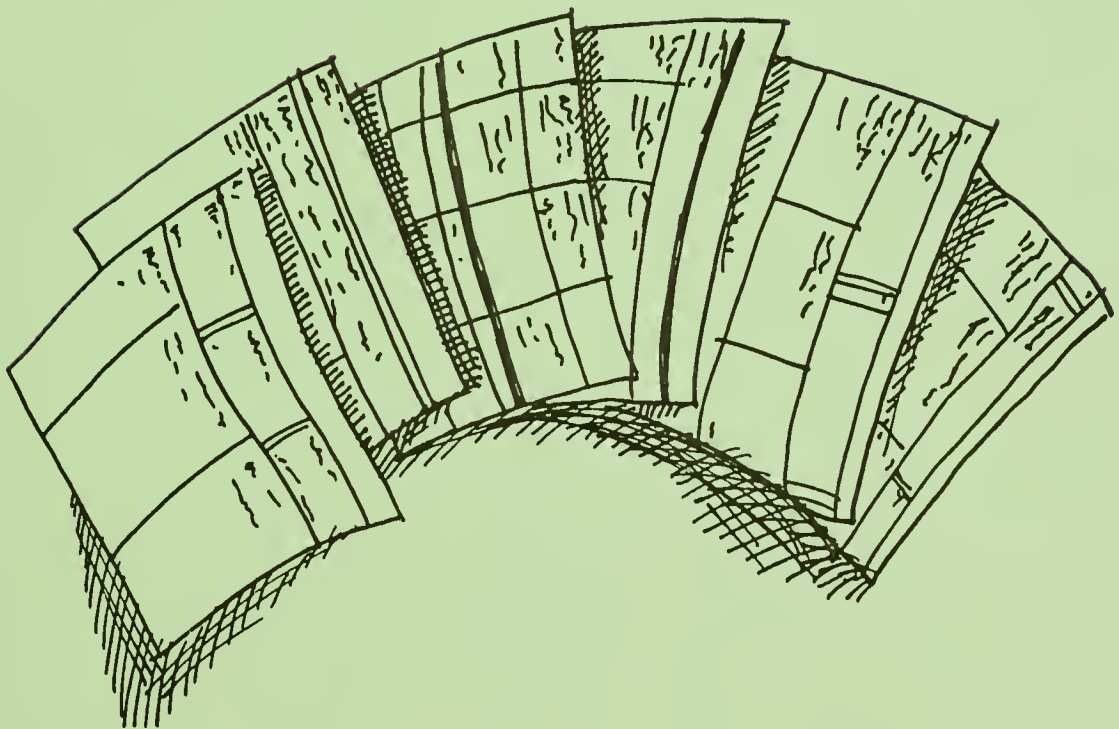
- OBJECTIVES:
- 1) The student will be able to identify the physical and behavioral effects of alcohol on the body, especially as it affects driving ability.
 - 2) The student will be able to explain blood alcohol content, and predict the number of drinks it takes for him or her to become impaired and/or legally under the influence, and the factors which affect how alcohol influences him/her.
 - 3) The student will be able to identify a variety of ways for coping with social pressures.
 - 4) The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.
 - 5) The student will be able to identify the physical and behavioral effects of drugs, other than alcohol, on the body, especially as it affects driving ability.
 - 6) The student will be able to identify his/her feelings and attitudes about the use of alcohol, and understand how they influence his/her decisions.
 - 7) The student will be able to identify the laws which relate to alcohol and driving in his/her community and to estimate the probable cost of being arrested for DWI.
 - 8) The student will be able to identify his/her own levels of risk and the impact that might have on driving behavior.

BASIC FOUR-HOUR COURSE



SESSION 1

PRE/POST TEST



f o c u s

p r e p

Special Preparation Steps:

Prepare copies of the test and attitudes survey.

RESOURCES

From the Guide:

Alcohol & Traffic
Safety Quiz, p. 2

Attitude Survey,
p. 5

Read Yellow Pages
Safety, p. 88-97
Physical Effects,
p. 26-45

ACTIVITY

1. Distribute the papers to the students.

2. Ask students to individually complete the quiz and survey to the best of their abilities. This is not a graded test. After completion, options include:

- Correct the papers in class and discuss any questions which are still unclear.
- Collect the papers and wait until the last day to compare with the post test.
- Use the attitude survey for comparison at the end.

NOTE: A post-test can be given by using the same forms on the last day.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

Wow!

l e s s o n o u t l i n e



ALCOHOL AND TRAFFIC SAFETY QUIZ

1. In the state of Washington the blood alcohol level at which a driver is considered under the influence is: (a) 0.05 per cent (b) 0.08 per cent (c) 0.10 per cent (d) 0.15 per cent.
2. In the state of Washington the chemical test for blood alcohol most frequently used is: (a) blood (b) saliva (c) breath (c) urine (e) blood pressure
3. Which of the following least affects blood alcohol level: (a) stomach content (b) weight (c) drinking experience (d) time elapsed
4. Studies suggest that driving performance may be impaired when blood alcohol concentrations are as low as: (a) 0.02 per cent (b) 0.04 per cent (c) 0.07 per cent (d) 0.10 per cent
5. Which of the following statements best describes an effect of alcohol on driver performance: (a) better concentration (b) increased hearing ability (c) increased attention span (d) reduced ability to react quickly
6. Approximately what percentage of fatal traffic accidents involve the use of alcohol: (a) 10 percent (b) 25 percent (c) 50 percent (d) 75 percent
7. Every day in the United States approximately how many people are killed in car accidents where alcohol was involved: (a) 25 (b) 50 (c) 75 (d) 200 (e) 250
8. The drinking driver may show which of the following: (a) overconfidence (b) risk taking desires (c) decreased judgement (d) slower reaction time (e) all of the above
9. When a non-drinking driver is compared with a drinking driver who has a .15 percent blood alcohol level, how much more likely is it that the drinking driver will become involved in a traffic accident: (a) no difference (b) 10 times greater (c) 25 times greater (d) no one knows
10. On the basis of present-day knowledge, the greatest single driver-related cause of fatal highway collisions is: (a) emotional upsets (b) inattention (c) fatigue (d) alcohol

11. Which of the following is first affected by drinking: (a) brake reaction time (b) color perception (c) the reasoning process (d) distance judgment
12. There is a law in Washington for persons possessing a driver's license which states that if they are arrested for a driving violation and are suspected of driving while intoxicated they have consented to a chemical test for the presence of alcohol. This law is called: (a) the Chemical Test Law (b) the Implied Consent Law (c) the Intoxication Law (d) the Driving While Intoxicated (DWI) Law
13. If a driver in the state of Washington is arrested and refuses to take a chemical test, this refusal will result in: (a) fine of \$500 (b) courtroom trial (c) immediate suspension of one's driver's license (d) all of the above
14. The majority of the general public's response to current anti-drinking/driving efforts is: (a) they demand an effective program (b) they exhibit an attitude of tolerance toward drinking drivers (c) they want harsh penalties for guilty offenders (d) all of the above
15. Teenagers are more likely to have difficulty driving safely after drinking because of all the following, except: (a) driving is a new and complicated skill for them (b) they have had less experience with alcohol's effects (c) they often weigh less than adults (d) they spend more time driving than adults do
16. Alcohol use is associated with a significant number of which of the following: (a) pedestrian accidents (b) private airplane accidents (c) household accidents (d) all of the above
17. The most important factor in determining the effects of alcohol on the body is the: (a) percentage of alcohol in the bloodstream (b) person's ability to handle alcohol (c) kind of alcoholic beverages the person is drinking (d) age of the person
18. What kind of temporary eye problems can result from drinking alcohol? (a) reduced side vision (b) blurring (c) harder to see in the dark (d) all of the above
19. Alcohol and barbiturates ("reds"), when taken together, have what kind of effect on the body? (a) cancels each other (b) makes no difference (c) they make each other more potent (stronger) (d) increases the risk of becoming an alcoholic
20. A person who drives a car under the influence of marijuana would exhibit which of the following signs: (a) slower reaction time (b) loss of coordination, judgement (c) all of the above (d) none of the above
21. The average total cost of a driving while under the influence (DWI) conviction is: (a) about \$200 plus one day in jail and alcohol information school (b) about \$500 plus one day in jail plus alcohol information school (c) under \$200 plus one day in jail and alcohol information school (d) over \$500 plus one day in jail and alcohol information school
22. At my weight of _____pounds, I can drink up to _____drinks in an hour before becoming legally intoxicated.

True or False Questions

	True	False
23. The action of alcohol on the nervous system resembles that of ether or other anesthetics.	_____	_____
24. By eating some solid food along with your drinking you will not become an intoxicated driver.	_____	_____
25. Judgment, vision, and reaction time in driver performance are impaired by even small amounts of alcohol.	_____	_____
26. Alcohol affects the latest learned and the most complicated skills first.	_____	_____
27. Alcohol is a stimulant.	_____	_____
28. Being convicted of DWI will cause an increase in your car insurance rates.	_____	_____

ATTITUDE SURVEY

Directions: Place a check (✓) on the blank to the right of each statement under the word STRONGLY AGREE, AGREE, UNSURE, DISAGREE, STRONGLY DISAGREE which most accurately indicates your feeling about the statement.

	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
1. Driving after drinking is a very dangerous practice.	_____	_____	_____	_____	_____
2. It is sometimes fun to see how well you can drive after drinking.	_____	_____	_____	_____	_____
3. You have to be crazy to ride with a driver who has had a few drinks.	_____	_____	_____	_____	_____
4. Some drivers are more competent after a drink or two than other drivers who have not consumed any alcohol.	_____	_____	_____	_____	_____
5. Since the odds are relatively small you'll get into an accident or get caught if you drive when drunk, it's all right to drive home.	_____	_____	_____	_____	_____
6. Most people can actually drink quite a bit (3-5 drinks) and still drive just as safely as without drinking.	_____	_____	_____	_____	_____
7. A drink or two helps people to drive better because it relaxes them.	_____	_____	_____	_____	_____
8. Teenagers run greater risks drinking and then driving than do adults.	_____	_____	_____	_____	_____
9. There is very little evidence that alcohol contributes to traffic accidents.	_____	_____	_____	_____	_____
10. Persons convicted of drunken driving should be given a jail sentence.	_____	_____	_____	_____	_____

ALCOHOL AND TRAFFIC SAFETY QUIZ

ANSWER KEY

1. (c) .10
2. (c) breath
3. (c) drinking experience
4. (a) .02 percent
5. (d) reduced ability to react quickly
6. (c) 50 percent
7. (c) 75
8. (e) all of the above
9. (c) 25 times greater
10. (d) alcohol
11. (c) the reasoning process
12. (b) the implied consent law
13. (c) immediate suspension of one's driver's license
14. (b) they exhibit an attitude of tolerance toward drinking drivers
15. (d) they spend more time driving than adults do
16. (d) all of the above
17. (a) percentage of alcohol in the bloodstream
18. (d) all of the above
19. (c) they make each other more potent (stronger)
20. (c) all of the above
21. (d) over \$500 plus one day in jail and alcohol information school
22. Answers vary
23. True
24. False
25. True
26. True
27. False
28. True

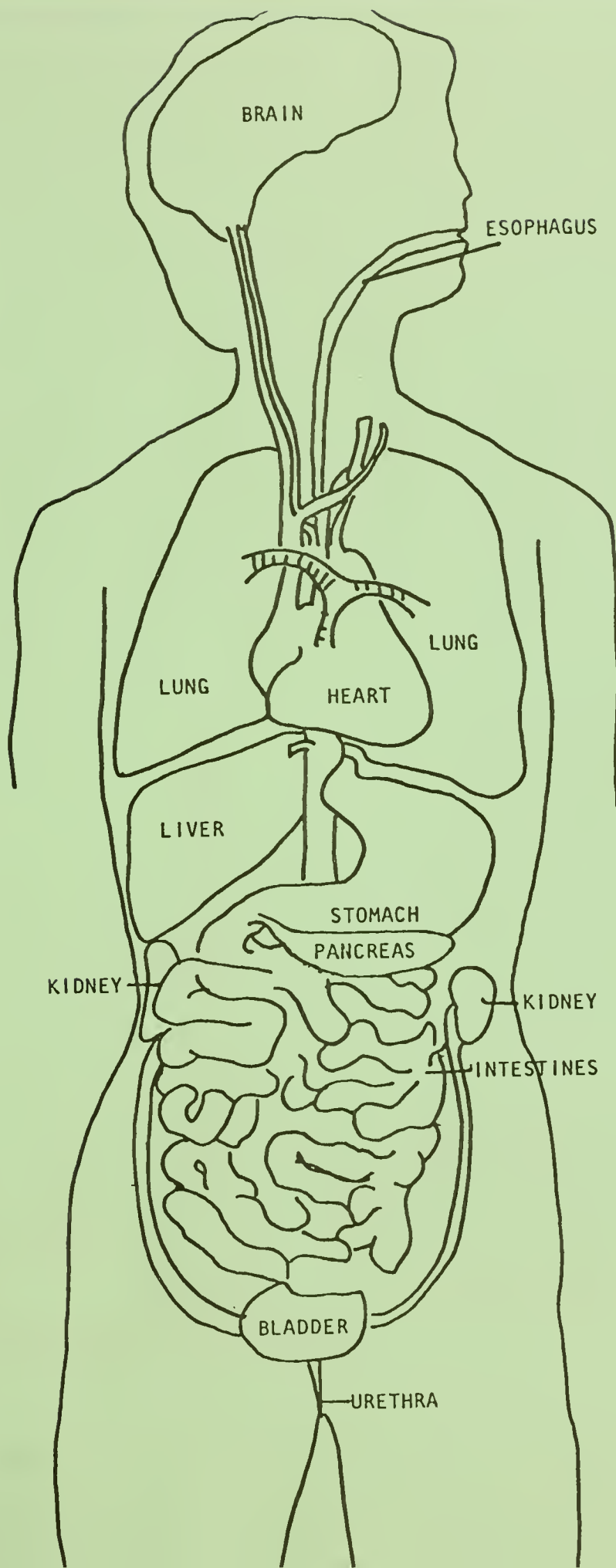
SESSION 2

EFFECTS OF ALCOHOL

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO IDENTIFY THE PHYSICAL AND BEHAVIORAL EFFECTS OF ALCOHOL ON THE BODY, ESPECIALLY AS IT AFFECTS DRIVING ABILITY.



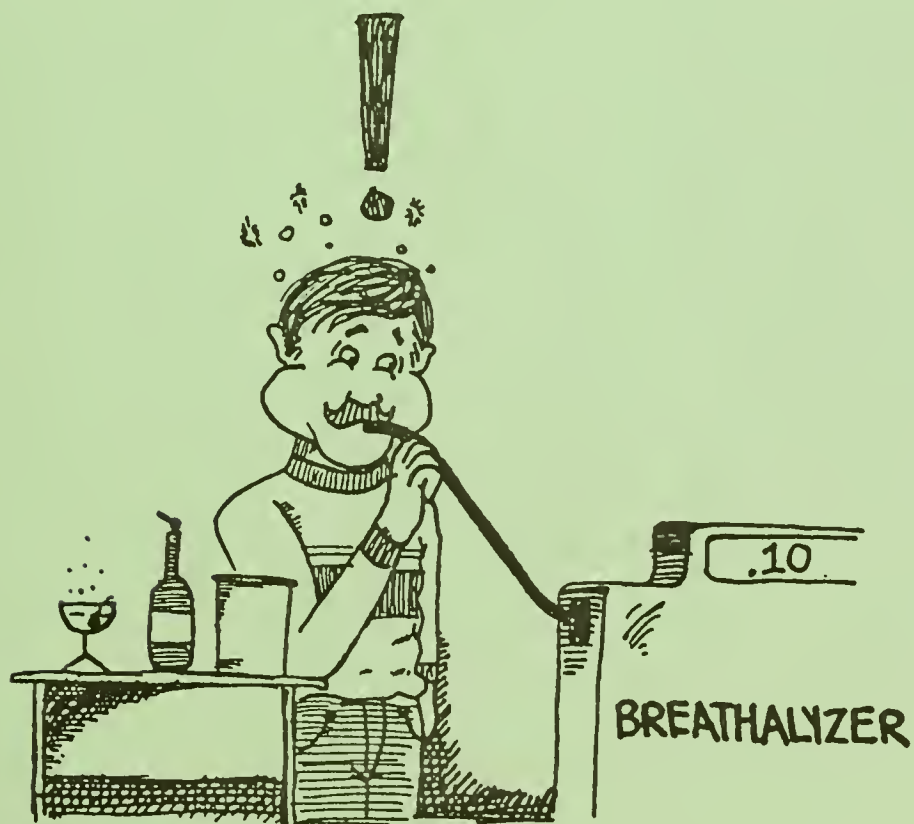
focus	The student will be able to identify the physical and behavioral effects of alcohol on the body, especially as it affects driving ability.	
prep	Special Preparation Steps: Obtain an overhead projector. Prepare copies of the body diagram.	
	RESOURCES	ACTIVITY
Lesson Outline	From the Guide: Body Diagram, p. 8 Instructor Provides Overhead projector From the Kit: Myth Posters AAA Transparencies	1. Distribute copies of the body diagram to each student. 2. On the back of the sheet, ask each student to write one fact he or she knows about alcohol's effect on the body. 3. Ask students to take notes on the diagram during the lecture. 4. Lecture on the following topics: (Respective AAA transparency numbers are indicated) a. Processes of absorption, distribution, oxidation, and elimination. (#4,5) b. Path of alcohol in the body. (#5) c. Alcohol as a drug. d. Alcohol content of beer, wine and liquor. (#1) e. Short-term effects of alcohol on body organs and systems (e.g., liver, brain, heart, etc.). (#6,9) f. Long-term effects of alcohol on the body systems and organs. (#6) g. Interaction of alcohol with other drugs. h. Effect of alcohol on behavior and emotions. (#8)
	Read Yellow Pages Effects of Alcohol p. 26-45 Other Drugs p. 46-61	
		EVALUATION
		COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! Wow!



SESSION 3

BLOOD ALCOHOL CONTENT

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO EXPLAIN BLOOD ALCOHOL CONTENT AND ESTIMATE THE NUMBER OF DRINKS IT TAKES FOR HIM OR HER TO BECOME IMPAIRED AND/OR LEGALLY UNDER THE INFLUENCE, AND THE FACTORS WHICH AFFECT HOW ALCOHOL INFLUENCES HIM/HER.



OPTION B

focus

The student will be able to identify the physical and behavioral effects of alcohol on the body, especially as it affects driving ability.

prep

Special Preparation Steps:

Reserve film, projector and screen.

Lesson Outline

RESOURCES		ACTIVITY	EVALUATION																				
<u>From the Kit:</u> AAA Transparencies Alcohol Content Poster <u>Instructor Provides</u> Film Projector Screen Read Yellow Pages Safety, p. 88-98 Effects, p. 26-45	NOTE: This activity requires the film "Under the Influence." If you don't have a copy of the film, contact the Washington State Patrol, Local Community Alcohol Centers, or Southerby Productions, P.O. Box 15403, Long Beach, CA 98815. 1. Introduce the film by explaining that it attempts to demonstrate the effect alcohol has on driving ability. 2. Show the film. 3. Discuss the film using questions such as: a. Do you think it was believable? Why or why not? b. How do you think you would do in a similar test? c. How much can you drink before you get to an .08 or .10 BAC (Use BAC handout to verify.) d. How would you feel about riding in a car driven by the people in the film? e. How do you think people feel when they ride with you after you've been drinking? f. Why do people drive differently while under the influence of alcohol? g. How did you feel about: The man who wanted to "honk it on" The Black woman who thought she could "fool every one?" The blond man who was so "confident?" 4. As you discuss the film, be sure to cover the following topics. Continued on following page.		<table><tr><th colspan="5">COMMENTS OR SUGGESTED CHANGES</th></tr><tr><td colspan="5">Teacher evaluation of activity. Please circle:</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td colspan="5">Ugh! (Wow!)</td></tr></table>	COMMENTS OR SUGGESTED CHANGES					Teacher evaluation of activity. Please circle:					1	2	3	4	5	Ugh! (Wow!)				
COMMENTS OR SUGGESTED CHANGES																							
Teacher evaluation of activity. Please circle:																							
1	2	3	4	5																			
Ugh! (Wow!)																							

Continued on following page.

OPTION B

f o c u s

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

Activity continued.

4.
 - a. Path of alcohol through the body.
 - b. Alcohol is a drug.
 - c. Alcohol content of beer vs. wine vs. liquor.
 - d. Short term effects of alcohol on body organs and systems (e.g., eyes, ears, brain, heart, liver)
 - e. Long-term effects of alcohol on body organs and systems.
 - f. Effects of alcohol on behavior and emotions.

COMMENTS OR
SUGGESTED CHANGESTeacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

Wow!

OPTION A

f o c u s

The student will be able to explain blood alcohol content, and predict the number of drinks it takes for him or her to become impaired and/or legally under the influence, and the factors which affect how alcohol influences him/her.

p r e p

Special Preparation Steps:

Prepare copies of the Blood Alcohol Content handout.

l e s s o n o u t l i n e

EVALUATION

ACTIVITY

RESOURCES

From the Guide:

Blood Alcohol Content handout, p. 13

From the Kit:

Alcohol Content poster

AAA Transparencies

Factors posters

1. Using the "Alcohol Content" poster, remind the students of the relative alcohol content of beer, wine and liquor.

2. Discuss Blood Alcohol Content (BAC) with the class, making sure to cover: (AAA Transparencies noted below)

- a. Rate of oxidation (#4,5)
- b. Effects of alcohol on the body at various concentrations (#3,13)
- c. Probability of driving accidents at various levels (#11, 12)

3. Using the factors posters, discuss the various factors which influence alcohol's effect on the body. Stress how, as a result of these factors, alcohol can affect two people very differently. (#7,8)

4. Ask the students to estimate how much alcohol it takes for them to reach the .10 level in two hours. Have them write it on the back of their papers.

5. Distribute the BAC handout, and help students determine how to read it.

6. Discuss the following Blood Alcohol Contents, and allow students to use their charts to determine approximately how much alcohol it takes for them to reach each level. Refer back to the factors posters.

- .05 - above which might be convicted of DWI--below which assumed not under the influence.
- .08 - legal intoxication in some states.
- .10 - legal intoxication in Washington

Activity continued on following page

COMMENTS OR

SUGGESTED CHANGES

Teacher evaluation of activity.

Please circle:

1 2 3 4 5

Ugh!

Wow!

focus																									
prep	Special Preparation Steps:																								
	RESOURCES		ACTIVITY		EVALUATION																				
lesson outline		Activity continued. 7. Conclude by discussing the need to know your limits, particularly related to decisions about drinking and driving. 8. Have students check their estimates to see how close they came to guessing the number of drinks it takes for them to reach a BAC of .10.		<table><tr><td colspan="5">COMMENTS OR SUGGESTED CHANGES</td></tr><tr><td colspan="5">Teacher evaluation of activity. Please circle:</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td colspan="2">Ugh!</td><td colspan="3">Wow!</td></tr></table>		COMMENTS OR SUGGESTED CHANGES					Teacher evaluation of activity. Please circle:					1	2	3	4	5	Ugh!		Wow!		
COMMENTS OR SUGGESTED CHANGES																									
Teacher evaluation of activity. Please circle:																									
1	2	3	4	5																					
Ugh!		Wow!																							

BLOOD ALCOHOL CONTENT

To find your BAC:

First Find your weight in the left hand column. (For weights not shown, use the closest figures and then average.)

Second Select the column showing how many drinks you have had.

Note: One drink equals 12 ounces of beer, one shot of hard liquor (80 proof), or five ounces of wine.

Third Using the number of hours in which you consumed those drinks, find your BAC.

BAC CHART

After Hours	1 Drink				2 Drinks				3 Drinks				4 Drinks			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight (lbs.) 80	-	-	-	.02	-	-	.05	.08	.07	.10	.10	.10	.12	.12	.15	.16
100	-	-	-	.02	-	-	.04	.06	.05	.07	.08	.09	.09	.10	.12	.13
120	-	-	-	.02	-	-	.03	.04	.03	.04	.06	.08	.06	.08	.09	.11
140	-	-	-	.01	-	-	.02	.04	.02	.03	.05	.06	.04	.06	.08	.09
160	-	-	-	.01	-	-	.02	.03	.01	.02	.04	.05	.03	.04	.06	.08
180	-	-	-	.01	-	-	.01	.03	-	.02	.03	.04	.02	.04	.05	.07
200	-	-	-	-	-	-	.01	.02	-	.01	.03	.04	.01	.03	.04	.06

After Hours	5 Drinks				6 Drinks				7 Drinks				8 Drinks			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight (lbs.) 80	.17	.17	.19	.20	.19	.22	.22	.25	.25	.27	.27	.30	.29	.30	.32	.33
100	.13	.14	.16	.17	.15	.18	.19	.21	.20	.22	.23	.25	.24	.25	.27	.28
120	.09	.11	.13	.14	.13	.14	.16	.17	.15	.17	.19	.20	.19	.20	.22	.23
140	.07	.09	.10	.12	.10	.12	.13	.16	.13	.14	.16	.17	.15	.17	.18	.20
160	.05	.07	.09	.10	.08	.09	.11	.13	.10	.12	.13	.15	.13	.14	.16	.17
180	.04	.06	.07	.09	.06	.08	.09	.11	.09	.10	.12	.13	.11	.12	.14	.15
200	.03	.04	.06	.08	.05	.07	.08	.09	.07	.09	.10	.12	.09	.10	.12	.13

Numbers equal the percentage of alcohol in the blood. Dash (-) = a trace of alcohol.

- Examples: A) A 180 pound person who drank five drinks in three hours would have a BAC of .06.
- B) A 95 pound person who drank 3 drinks in two hours would have a BAC of .08 - .10.

REMEMBER: Your reaction to alcohol is affected by factors, such as:

- 1) What you've eaten
- 2) Your mood
- 3) The setting
- 4) Your drinking experience
- 5) Your personal chemistry
- 6) Other drugs you've taken

focus	The student will be able to explain blood alcohol content, and predict the number of drinks it takes for him or her to become impaired and/or legally under the influence, and the factors which affect how alcohol influences him/her.										
prep	Special Preparation Steps: Prepare copies of the activity worksheet and blood alcohol content handout.										
Lesson outline	RESOURCES	ACTIVITY	EVALUATION								
	<u>From the Guide:</u> Think Drink worksheet, p. 17 Blood Alcohol Content handout, p. 18 <u>From the Kit:</u> Think Drink wheels Think Drink Cards Factor Posters <u>Instructor Provides</u> Blackboard Chalk Read Yellow Pages Safety, p. 88-98	1. Ask how many people know what Blood Alcohol Content (BAC) means and have them share their definitions. Write the definitions on the board. 2. Use student's ideas to arrive at a correct definition of BAC. Explain how it increases and decreases based on consumption, absorption and oxidation. 3. Using the factors poster, review the factors which influence an individual's response to alcohol. Stress the fact that two people who drink the same amount of alcohol can have different BACs. Also note that two people can behave very differently with the <u>same</u> BAC. 4. Tell the students that they will be involved in an activity which will help demonstrate the concepts discussed above. Explain the Think/Drink activity instructions to them. (See following pages - Think/Drink Procedures.) 5. Conduct the activity. 6. After the activity is completed, regroup as a class for discussion. Students should refer to the records they kept during the activity to answer the following questions: a. What good things happened to you at the party? At what blood alcohol content did these occur? b. What bad things happened to you at the party? At what blood alcohol content did these occur? Activity continued on following page.	<table><tr><th colspan="2">COMMENTS OR SUGGESTED CHANGES</th></tr><tr><td colspan="2">Teacher evaluation of activity. Please circle:</td></tr><tr><td>1</td><td>2 3 4 5</td></tr><tr><td>Ugh!</td><td>Wow!</td></tr></table>	COMMENTS OR SUGGESTED CHANGES		Teacher evaluation of activity. Please circle:		1	2 3 4 5	Ugh!	Wow!
	COMMENTS OR SUGGESTED CHANGES										
	Teacher evaluation of activity. Please circle:										
1	2 3 4 5										
Ugh!	Wow!										

f o c u s

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

Activity continued.

6. c. Why do you suppose there were different cards within each range of blood alcohol contents?
- d. How did body weight affect BACs?
- e. How did time impact BACs?
- f. If this situation were a real one, at what point would you decide to stop drinking?

7. Distribute BAC handout and help students become familiar with how it is used.

8. Discuss the following blood alcohol contents, and allow each person to use the chart to determine how many drinks it takes him/her to reach that level.

Blood Alcohol Contents

.05 - above which might be convicted for DWI--below which assumed not under the influence.

.08 - legal level of intoxication in some states.

.10 - legal level of intoxication in Washington.

9. Conclude by discussing the need to be able to identify for yourself your own limits, particularly related to drinking and driving. Stress again the need to consider that each person's BAC is influenced by a variety of factors.

NOTE: See the next lesson (p. 19) for ideas on how to expand this activity to meet the objective: The students will be able to identify a variety of ways for coping with social pressures.

COMMENTS OR
SUGGESTED CHANGESTeacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh! Wow!

THINK/DRINK
ACTIVITY PROCEDURE

1. Divide the class into small groups of no more than six per group. Groups should represent a mix of sexes, body weights, ethnic backgrounds, and learning abilities. Informal circles on the floor or desks grouped together are recommended to encourage players to talk back and forth as they play so peer influence can occur.
2. Pass out one set of cards for each group and one BAC Wheel per group. Have each group separate their set of cards into piles face down according to the six different color decks, each indicating a different blood alcohol content. Give each person a Think/Drink worksheet and a pencil.
3. Ask participants to pretend it's Friday night and they've been invited to a friend's house for a party where drinks are being served. They've had a long hard week and are ready to relax.

They are each free to decide for themselves (in turn) if they want to drink and how many drinks (if any) they want.

4. Explain and demonstrate the BAC Wheel and the six decks of cards in terms of what a person does when it is his/her turn--namely, he/she:
 - a. decides whether or not to 'drink' and how much--from 0 to 4 drinks. Player may "pass" on any turn or drop out of the game and become an observer. Each turn represents 1/2 hour of time.
 - b. operates the BAC Wheel according to his/her consumption decision, the game 'time' and his/her real body weight.
 - c. takes the top card from the color-coded deck that contains the blood level range indicated for him/her by the BAC Wheel in step (b). Non-drinkers choose the top card from .00 pile.
 - d. reads the information card aloud to the group and then records on the record sheet provided how much he/she drank and a brief summary of this result. A sample format is included on the following page.
 - e. returns the card drawn to the bottom of the deck.
 - f. allows the next person to follow suit, beginning with step 4(a), by passing on the BAC Wheel to him/her.

Note: When a participant is told that he/she has "passed out," he/she retires to the sidelines to observe.

5. Instructor should announce the party will end, e.g., when two people have "passed out" or when one has "passed out" and the others have decided to stop drinking or within a given time period.
6. Tell the participants that there are no scores; they should be able to tell by their record of events whether they 'won' or 'lost'.

THINK/DRINK WORKSHEET

Time	No. of Drinks	BAC	Your Behavior (the effects)
1st half hour (1st turn)	This hour Total		
Hour (2nd turn)	This hour Total		
Hour and half (3rd turn)	This hour Total		
Two hours (4th turn)	This hour Total		



SESSION 4

COPING

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO
IDENTIFY A VARIETY OF WAYS FOR COPING WITH SOCIAL PRESSURES.



BLOOD ALCOHOL CONTENT

To find your BAC:

First Find your weight in the left hand column. (For weights not shown, use the closest figures and then average.)

Second Select the column showing how many drinks you have had.

Note: One drink equals 12 ounces of beer, one shot of hard liquor (80 proof), or five ounces of wine.

Third Using the number of hours in which you consumed those drinks, find your BAC.

BAC CHART

After Hours	1 Drink				2 Drinks				3 Drinks				4 Drinks			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight (lbs.)																
80	-	-	-	.02	-	-	.05	.08	.07	.10	.10	.10	.12	.12	.15	.15
100	-	-	-	.02	-	-	.04	.06	.05	.07	.08	.09	.09	.10	.12	.13
120	-	-	-	.02	-	-	.03	.04	.03	.04	.06	.08	.06	.08	.09	.11
140	-	-	-	.01	-	-	.02	.04	.02	.03	.05	.06	.04	.06	.08	.09
160	-	-	-	.01	-	-	.02	.03	.01	.02	.04	.05	.03	.04	.06	.08
180	-	-	-	.01	-	-	.01	.03	-	.02	.03	.04	.02	.04	.05	.07
200	-	-	-	-	-	-	.01	.02	-	.01	.03	.04	.01	.03	.04	.06

After Hours	5 Drinks				6 Drinks				7 Drinks				8 Drinks			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight (lbs.)																
80	.17	.17	.19	.20	.19	.22	.22	.25	.25	.27	.27	.30	.29	.30	.32	.33
100	.13	.14	.16	.17	.16	.18	.19	.21	.20	.22	.23	.25	.24	.25	.27	.28
120	.09	.11	.13	.14	.13	.14	.16	.17	.15	.17	.19	.20	.19	.20	.22	.23
140	.07	.09	.10	.12	.10	.12	.13	.15	.13	.14	.16	.17	.15	.17	.18	.20
160	.06	.07	.09	.10	.08	.09	.11	.13	.10	.12	.13	.15	.13	.14	.16	.17
180	.04	.06	.07	.09	.06	.08	.09	.11	.09	.10	.12	.13	.11	.12	.14	.15
200	.03	.04	.06	.08	.05	.07	.08	.09	.07	.09	.10	.12	.09	.10	.12	.13

Numbers equal the percentage of alcohol in the blood. Dash (-) = a trace of alcohol.

- Examples: A) A 180 pound person who drank five drinks in three hours would have a BAC of .06.
- B) A 95 pound person who drank 3 drinks in two hours would have a BAC of .08 - .10.

REMEMBER: Your reaction to alcohol is affected by factors, such as:

- 1) What you've eaten
- 2) Your mood
- 3) The setting
- 4) Your drinking experience
- 5) Your personal chemistry
- 6) Other drugs you've taken

f o c u s

The student will be able to identify a variety of ways for coping with social pressures.

*This lesson is a continuation of the Think/Drink Game on p. 14.

P r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

NOTE: This lesson consists of a discussion about peer pressure. It is intended to be used immediately after students have played the Think/Drink game. (see page 14.)

1. Before starting the discussion, establish the following rules:

- No put downs. If people disagree with a comment which was made, have them do so in a positive manner.
- One person speaks at a time. No side conversations.
- You may choose to pass. If you don't want to share, that's okay.

2. Lead a discussion using any of the following questions:

- Were you pressured to drink? To not drink?
- Did you pressure anyone to drink? To not drink? If so, why? If not, why not?
- How did you respond to pressure to drink? Why? To not drink? Why?
- How did you respond to people who chose not to drink? To those who chose to drink? To those who chose to get drunk?
- What could you do if pressured to drink when you don't want to, or when you want to stop? What are your choices?
- What are the consequences of each choice listed in part (e) above?
- How did you feel about the person(s) who pressured you to drink? To not drink?
- What do your friends usually do when pressured to drink? Why?

Read Yellow Pages
Decision Making
p. 10-16

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1	2	3	4	5
Ugh!				Wow!

Activity continued on following page.

OPTION A

f o c u s

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

Activity continued.

During the discussion, the instructor should try to refrain from offering his or her opinion (i.e., the "right" answer). Allow students to learn from each other's comments.

3. To conclude the lesson, divide the class into groups (5-6 in a group), asking the groups to brainstorm responses to the following question:

If you were planning a party where no alcohol was available, what would you plan to do? That is, what are some ways to have fun without booze?

4. Return to the large group and share ideas from the smaller groups, allowing people to respond to the different choices. Use the same discussion ground rules mentioned earlier.

COMMENTS OR
SUGGESTED CHANGESTeacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

(Wow!

OPTION B

f o c u s

The student will be able to identify a variety of ways to cope with social pressures.

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

Instructor Provides

Chalkboard
Chalk

1. Ask students to list a variety of feelings which might be experienced in pressure situations related to alcohol. For example: embarrassment, anger, fear, nervous, etc. List these on the board.
2. Select one of the feelings identified and ask the students to further explain what it might mean to feel that way in a situation related to alcohol.
3. Continue the discussion of that feeling by asking, "What are some things that tell you when you are experiencing that feeling? What are some ways people behave under the influence of that emotion?"
4. To conclude your discussion of that feeling, brainstorm some possible ways to cope (deal) with it. Also, brainstorm the consequences of each suggested coping option.
5. Have students select other feelings from the list on the board and discuss the issues in steps 2, 3 and 4--
What does it mean to feel that way?
What are indicators of that feeling?
What are ways of coping with those feelings and pressures?
6. Conclude the discussion by thanking people for sharing their thoughts.

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1	2	3	4	5
Ugh!				
Wow!				

l e s s o n o u t l i n e

Read Yellow Pages
Decision Making
p. 10-16

SESSION 5

DECISION MAKING

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO
DISCRIMINATE BETWEEN RESPONSIBLE AND IRRESPONSIBLE DECISIONS
RELATED TO ALCOHOL.



focus		The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.	
prep		Special Preparation Steps: Prepare copies of the handout. Obtain an overhead projector.	
Lesson Outline		RESOURCES From the Guide: Scenarios, p. 25 From the Kit: Decision-Making Transparency Instructor Provides Overhead projector Read Yellow Pages Decision Making, p. 10-16	EVALUATION NOTE: In any activity where individuals are asked to share how they feel, they have the right to choose not to share. In turn, the group and instructor must not pressure anyone to share. Remind the group of this before beginning the lesson. 1. Ask students to form groups of five or six people. Encourage students to sit with people they usually do not sit with. 2. Distribute the handout to each person. 3. Working alone, have students read the first situation (#1) and list on the back of their papers as many alternatives as they can think of. Encourage creativity. Inform the students that what they write may be shared later on. 4. After some time has passed, ask students to circle the one behavior they would choose for themselves. 5. Within their groups, allow students to share their lists of options and the one they chose for themselves and why. After hearing each other's ideas, students may want to change their decisions. 6. Discuss the fact that as a group they were able to identify more choices than any one individual was able to do. 7. Returning to the large group, use the transparency to present the decision-making model. Elaborate on each of the nine steps. Encourage students to comment, and identify if they used any of the steps in making their decisions. Activity continued on following page.

COMMENTS OR SUGGESTED CHANGES				
Teacher evaluation of activity. Please circle:				
1	2	3	4	5
Ugh!				
Wow!				

OPTION A

focus

prep

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

Activity continued.

8. Again working alone, ask students to read the second situation (#2). Using the decision-making model, ask them to again select the option they would choose.

9. As a large group, ask for one volunteer to share his/her choice. Ask the class to identify, in a positive way, the consequences of that choice. Ask for additional volunteers to share, and ask the class to identify the consequences of each choice.

10. When there are no more volunteers, allow time for students to change their decisions if appropriate.

11. Using situation #3, ask the large group to suggest orally, possible choices and the consequences of each choice. Follow this up with the following question: What should be done in this situation? (Should implies what the law, the community, parents, church, etc. say is "right".)

Allow discussion. An additional question might be: "Why do individuals choose to behave in a way which society, family, church, etc. say is wrong?" Refer to step five of the model.

12. To conclude the discussion:

a. Review the decision-making model.

Activity continued on following page

COMMENTS OR

SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5

Ugh! Wow!

TOPIC:

Responsible Decisions

OPTION A

APPROXIMATE TIME:

focus

Prep

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

Lesson outline

Activity continued.

12. b. Point out that for any problem there are always many choices, and for each choice, many consequences.
 c. Emphasize that what is "right" for one person is not necessarily "right" for another, but we are all obligated to act in the best interest of society as a whole.

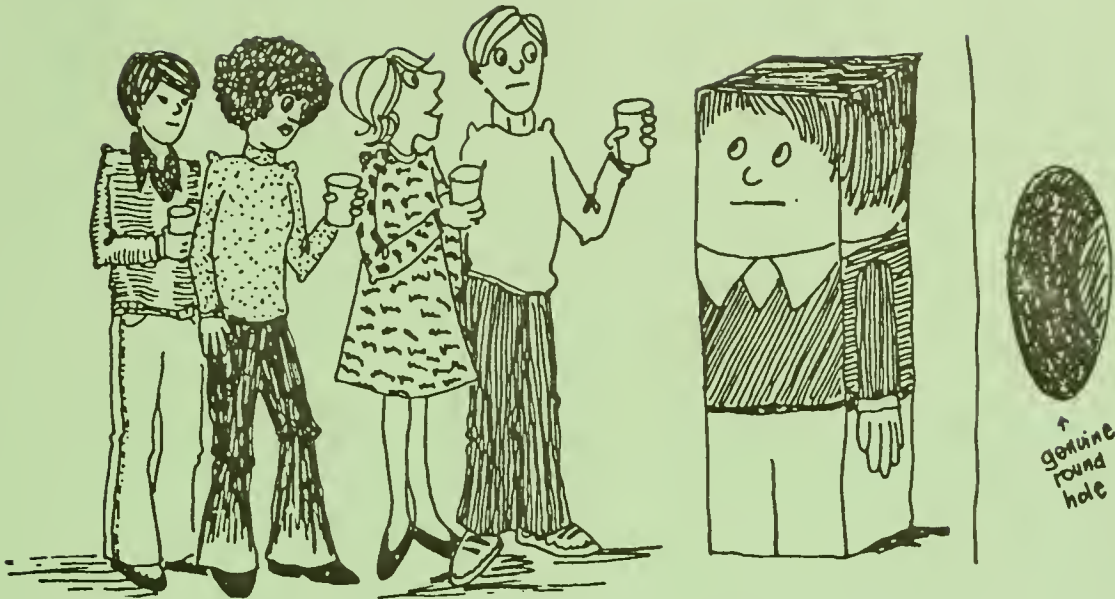
COMMENTS OR
SUGGESTED CHANGESTeacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

Wow!

SCENARIOS



1. This is the first time you've been to a kegger and had to drive home. You feel a little funny and different as you drive your parents new car. You don't want to stop driving because you really want to show off your new license. On the other hand, you don't want to get in an accident or lose your license because of a DWI. If you can find a good excuse, you are willing to pull over, lock the car and hitch, but you're too embarrassed to ask someone else to drive.

What could you do?

What would you do?

2. You met your best friend, Pat, at your neighbor's house to watch a show on T.V. During the show, Pat had four or five beers. It is time to leave, but Pat is obviously too drunk to drive. He lives two miles away. Your friend's parents will be home in half an hour.

What could you do?

What would you do?

3. You drove to the party and you'll have to drive home. All your friends are there and they are having a great time drinking and smoking dope. Usually you would join them. Someone offered you a beer and a couple of your friends are watching. You hate to look like a "NERD," but you do have to drive home.

What could you do?

What would you do?

focus	The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.		
Prep	Special Preparation Steps: Prepare copies of the worksheets (one for half of the class and one for the other half).		
	RESOURCES	ACTIVITY	EVALUATION
Lesson Outline	From the Guide: The Older Brother, p.28 The Kegger, p. 30 Instructor Provides Blackboard Chalk Dictionary	NOTE: In any activity where individuals are asked to share how they feel, they have the right to choose not to share. In turn, the group and instructor must not pressure anyone to share. Remind the group of this before beginning the lesson. 1. Ask the class to define the words "responsible" and "irresponsible." You may want to write a few key words on the board. Read a definition for each word from the dictionary. 2. Generate a list of reasons "Why People Drink" and "Why People Don't Drink" by asking the class for ideas. Write these on the board. Add other reasons you feel should be included. 3. For each reason listed on the board, poll the class on whether they think it is a responsible or irresponsible reason. Allow discussion. 4. Divide the class in half. Distribute the "Older Brother" worksheet to one half, and the "Kegger" worksheet to the other half. Have the students complete their respective worksheets individually. 5. Divide each half of the class into groups of four or five (by worksheet) and ask each small group to try to come to a consensus on each question on the sheet. 6. Return to the large group and ask for each small group to report on:	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. please circle: 1 2 3 4 5 Ugh! Wow!
	Read Yellow Pages Decision-Making p. 10-16		

f o c u s

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

Activity continued.

6. a. Whether or not they were able to agree.
- b. If they agreed, what was their decision?
- c. If they did not agree, why?

7. To conclude the activity, discuss with the group the following concepts:

- a. People don't always agree on what is a responsible decision regarding alcohol.
- b. How a person feels about alcohol will influence his/her decisions about drinking.
- c. Some factors which must be considered in order to make a responsible decision about alcohol include:

- Your own safety and well-being
- The safety and well-being of others
- The law
- Your religion
- Your job
- Social norms
- Etc.

COMMENTS OR
SUGGESTED CHANGESTeacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

(Wow!



Read the following situation. Circle the appropriate number which indicates what you think about the decision described. Then, explain briefly why you answered as you did.

THE OLDER BROTHER

1. Mark, who is 16, asks his older brother, Rick, who is 22, to buy a case of beer for him.

Responsible
1
2
3
4
 Irresponsible

Why?

2. Rick agrees to buy the beer on the condition that Mark doesn't drive after drinking.

Responsible
1
2
3
4
 Irresponsible

Why?

3. Mark promises not to drive.

Responsible
1
2
3
4
 Irresponsible

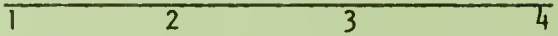
Why?

4. Rick buys the beer.

Responsible
1
2
3
4
 Irresponsible

Why?

5. Mark shares the beer with his two friends at a party.

Responsible  Irresponsible

Why?

6. Mark has had three beers and doesn't want to break his promise, so he lets his friend drive. His friend has had five beers and is Mark's size.

Responsible  Irresponsible

Why?



Read the following situation. Circle the appropriate number which indicates what you think about the decision described. Explain why you answered as you did.

THE KEGGER

1. Rick and Heather, both 16, decide to go to a Friday evening kegger.

Responsible _____ Irresponsible
1 2 3 4

Why?

2. Rick drinks beer, while Heather has coke.

Rick
Responsible _____ Irresponsible
1 2 3 4

Heather
Responsible _____ Irresponsible
1 2 3 4

Why?

3. Feeling that Rick has had a little too much, Heather offers to drive him home.

Responsible _____ Irresponsible
1 2 3 4

Why?

4. Not wanting anyone else to drive his car, Rick refuses.

Responsible _____ Irresponsible
1 2 3 4

Why?

5. Heather, not wanting to make Rick angry, gives in and lets him drive.

Responsible _____ Irresponsible
1 2 3 4

Why?

SIX-HOUR COURSE

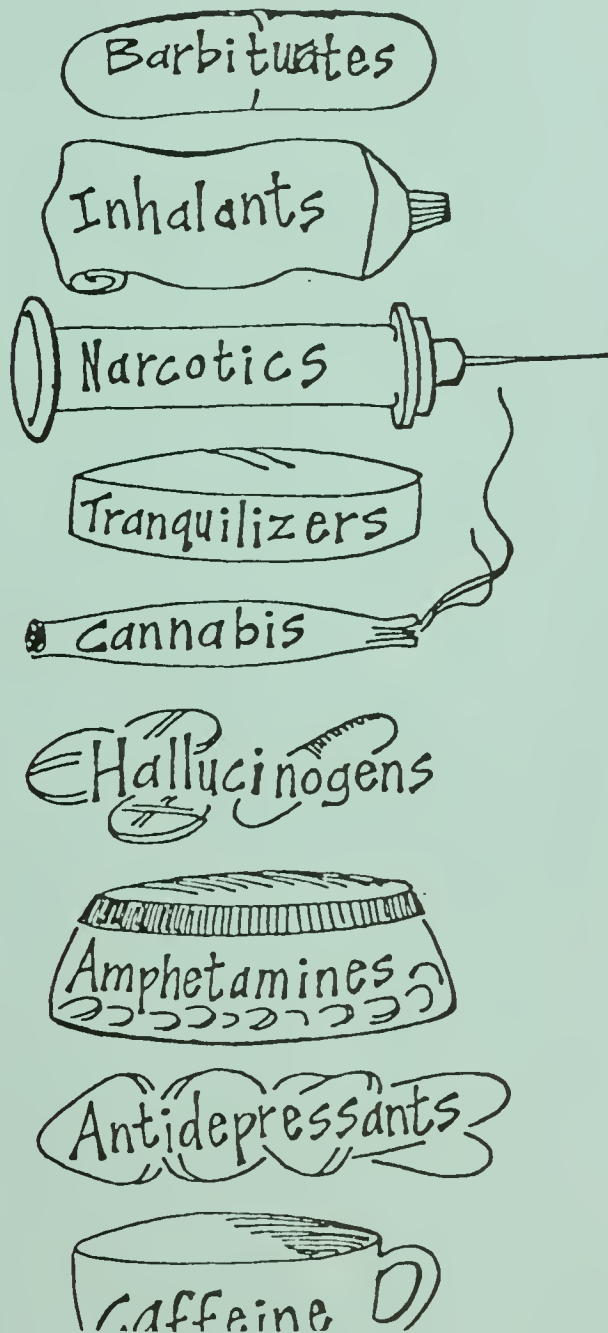
IF YOU HAVE UP TO SIX HOURS, THE FOLLOWING LESSONS CAN BE
ADDED TO THE BASIC COURSE.



SESSION 6

OTHER DRUGS

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO IDENTIFY THE PHYSICAL AND BEHAVIORAL EFFECTS OF DRUGS (OTHER THAN ALCOHOL) ON THE BODY, ESPECIALLY AS IT AFFECTS DRIVING ABILITY.



f o c u s

The student will be able to identify the physical and behavioral effects of drugs (other than alcohol) on the body, especially as it effects driving ability.

p r e p

Special Preparation Steps:

Duplicate copies of the Drug Knowledge Inventory, "Marijuana vs. Alcohol" and "Dangerous Mixes"

RESOURCES

ACTIVITY

EVALUATION

From the Guide:

Drug Knowledge Inventory, p.32

Answer Key, p. 38

"Dangerous Mixes" handout, p.39

"Marijuana vs.

Alcohol" handout, p.40

1. Introduce by saying that most of us feel we know a lot about drugs, but we might be surprised at how little we may know. Today's activity gives us the chance to test our knowledge about drugs.

2. Distribute copies of the Drug Knowledge Inventory to all students.

3. Explain that students will not be graded on this activity.

4. Ask students to fill out the Inventory to the best of their abilities.

5. Correct the inventories in class using the answer key.

7. Review the inventory with the students and correct any misinformation. Place special attention on how drugs effect driving performance, using the appropriate handout.

8. Conclude by pointing out that correct information is only one part of a responsible decision.

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5

ugh!
(Now!

Read Yellow Pages
Other Drugs, p. 46-

61

l e s s o n o u t l i n e

DRUG KNOWLEDGE INVENTORY

This is a teaching test to help you and your teacher assess your drug education needs.

Your score on this test will not be used for the purpose of giving you a grade. By answering the test to the best of your ability, your teacher will be able to determine what information you already know and areas in which you need more information.

Directions: Please circle the one most appropriate letter for the items below. Do not leave items blank.

Dependence

1. Drugs which create physical dependence will cause:
 - a. emotional and physical craving and a need to increase dosage.
 - b. emotional and physical craving, but no need to increase dosage.
 - c. emotional craving; but no physical craving or need to increase dosage.
 - d. regular use, but no craving or need to increase dosage.
2. Drugs which create psychological dependence will cause:
 - a. emotional and physical craving and a need to increase dosage.
 - b. emotional and physical craving, but no need to increase dosage.
 - c. emotional craving, but not physical craving or need to increase dosage.
 - d. regular use, but no craving or need to increase dosage.

Drug Use Patterns

3. The strongest and most serious drug dependency from a medical standpoint is:
 - a. heroin
 - b. alcohol
 - c. barbiturates
 - d. nicotine
4. In the United States today the most common drug of dependence is:
 - a. nicotine
 - b. heroin
 - c. alcohol
 - d. tranquilizers
5. Drug abuse is a problem which is found most often in:
 - a. college communities
 - b. high schools
 - c. city slum areas
 - d. middle class suburbs

Barbiturates

6. Which terms refer to barbiturates?

- a. Amytal, Nembutal, Seconal
- b. Benzedrine, Dexedrine, Methadrine
- c. Librium, Miltown, Thorazine
- d. Codeine, Heroin, Morphine

7. The most important medical use of barbiturates is:

- a. to bring about sleep.
- b. to reduce tension.
- c. to relieve pain.
- d. in research.

8. Which one is the most likely description of a person who has taken more than a prescribed amount of a barbiturate?

- a. giggling, daydreaming
- b. even-tempered, withdrawn
- c. drowsy, slurred speech
- d. restless, perspiring

Narcotics

9. Which terms refer to narcotic drugs?

- a. Amytal, Nembutal, Seconal
- b. Benzedrine, Dexedrine, Methedrine
- c. Codeine, Heroin, Morphine
- d. all of the above

10. Which of the following terms refers to a synthetic narcotic?

- a. methadone
- b. opium
- c. heroin
- d. morphine

11. The most important medical use of narcotic drugs is:

- a. as an anesthetic
- b. to relieve pain
- c. to reduce tension
- d. in research

12. Which one is the most likely description of a person who has taken more than a prescribed amount of a narcotic drug?

- a. excited and hyperactive
- b. hostile and aggressive
- c. nervous and fearful
- d. quiet and inactive

13. What happens when an unborn baby's mother is a narcotic opiate addict?
- a. The baby is an opiate addict at birth.
 - b. The baby is likely to be physically deformed.
 - c. The baby is likely to be mentally retarded.
 - d. The baby will be unaffected.

Tranquilizers

14. Which terms refer to tranquilizers?
- a. Amytal, Nembutal, Seconal
 - b. Benzedrine, Dexedrine, Methedrine
 - c. Codeine, Heroin, Morphine
 - d. Librium, Miltown, Thorazine
15. The most important medical use of tranquilizers is:
- a. to bring about sleep
 - b. to reduce tension
 - c. to relieve pain
 - d. to increase alertness
16. How great a problem is tranquilizer use in the United States?
- a. Number one prescribed drug
 - b. Number two prescribed drug
 - c. Number three prescribed drug
 - d. Number five prescribed drug

Amphetamines

17. Which of the following terms refer to amphetamines?
- a. Amytal, Nembutal, Seconal
 - b. Benzedrine, Dexedrine, Methedrine
 - c. Librium, Miltown, Thorazine
 - d. Codeine, Heroin, Morphine
18. The normal medical use of amphetamines is in:
- a. relief from drowsiness and depression
 - b. relief from fear and anxiety
 - c. relief from restlessness and excitability
 - d. research on human behavior
19. Which is the most likely description of a person who has taken more than a prescribed dose of an amphetamine?
- a. Giggling, daydreaming, enlarged pupils
 - b. Inactive, quiet, small pupils
 - c. Poor balance, slurred speech, short temper
 - d. Restless, perspiring, enlarged pupils

Hallucinogens

20. Which terms refer to hallucinogens?
- a. Cocaine, Novocaine
 - b. Dilaudid, paregoric
 - c. Luminal, Tuinal
 - d. Mescaline, psilocybin
21. The most important medical use of hallucinogens is in:
- a. overcoming depression
 - b. treatment of mental and emotional problems
 - c. controlling fear and anxiety
 - d. research on human behavior
22. Which of the following is intensified by taking hallucinogens?
- a. Concentration
 - b. Imagination
 - c. Judgment
 - d. Motivation

Marijuana

23. The most important medical use of marijuana is:
- a. as an appetite enhancer and in the treatment of glaucoma
 - b. for use as a relaxant and for treatment of asthma
 - c. as a minor tranquilizer
 - d. to relieve nausea in cancer patients undergoing chemotherapy.
24. Effects of heavy marijuana use can include:
- a. strong aggression and violence
 - b. red eyes, lack of ambition, nausea
 - c. infections, permanent loss of coordination
 - d. none of the above
25. Which are the most probable immediate effects of marijuana use?
- a. Daydreaming, altered sense of time
 - b. Restlessness, quick temper
 - c. Inactivity, small pupils
 - d. Slurred speech, poor balance
26. In Washington State the possession of small amounts of marijuana is considered a:
- a. felony (fine of \$1,000 - \$10,000 or one, or more years in prison, or both)
 - b. misdemeanor (fine of up to \$500, or up to 90 days in jail, or both)
 - c. legal
 - d. none of the above

Smoking (Nicotine)

27. Cigarettes contain nicotine. Nicotine is a drug which produces:

- a. psychological dependence
- b. physical dependence
- c. both a and b
- d. none of the above

28. The number of people smoking cigarettes in the U.S. has:

- a. gone down since the surgeon general's report
- b. remained the same since the surgeon general's report
- c. gone up, especially in young women, since the surgeon general's report
- d. gone down, especially in women, since the surgeon general's report

Directions: Please circle True or False for the items below.

True or False 29. Caffeine is a drug found in tea, coffee and coke.

True or False 30. PCP is a downer (depressant drug).

True or False 31. Two downer drugs working together produce an effect known as potentiation.

True or False 32. "Good" drugs (prescription drugs) annually kill over 30,000 Americans.

True or False 33. "Adult Dose" is based on a healthy 25-year-old female.

True or False 34. Aspirin is the number one way people commit suicide.

True or False 35. 10% of the American population (people over 65) use 25% of the prescription drugs sold in the U.S.

KNOWLEDGE INVENTORY ANSWER KEY

- | | |
|-------|-------|
| 1. A | 22. B |
| 2. B | 23. D |
| 3. B | 24. B |
| 4. C | 25. A |
| 5. D | 26. B |
| 6. A | 27. C |
| 7. A | 28. C |
| 8. C | 29. T |
| 9. C | 30. F |
| 10. A | 31. T |
| 11. B | 32. T |
| 12. D | 33. F |
| 13. A | 34. F |
| 14. D | 35. T |
| 15. B | |
| 16. A | |
| 17. B | |
| 18. A | |
| 19. D | |
| 20. D | |
| 21. D | |



DANGEROUS MIXES



WARNING

The effects listed here can be altered dramatically by such factors as past drinking habits, the amount of alcohol already consumed, as well as chronic ailments.



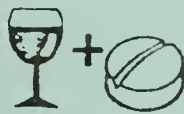
ANTIHISTAMINES
(including many cold remedies
and allergy medicines)

= Increased central-nervous-system
depression, e.g., drowsiness



ASPIRIN

= Stomach and intestine bleeding.



NARCOTICS
(e.g. Codeine, heroin)

= Increased central-nervous-system
depression with acute intoxication.
Possible respiratory arrest.



**NON-NARCOTIC
PAINKILLERS**
(e.g. Tylenol)

= Stomach and intestine irritation
and possible bleeding.



ANTABUSE
(an anti-alcoholism medication)

= Flushing, hyperventilation,
vomiting, drowsiness.



**HIGH BLOOD
PRESSURE
MEDICATIONS**

= Increased effect. In some cases,
blood pressure can be lowered to
dangerous levels.



**ORAL
ANTICOAGULANTS**

= Increased anticoagulant effect
initially; decreased effect
in chronic drinkers.



**ORAL
ANTIDIABETIC
DRUGS**

= A reaction similar to the interaction
of Antabuse and alcohol. Decreased
antidiabetic effect.



ANTIBIOTICS

= A reaction similar to the
interaction of Antabuse and
alcohol.



**SEDATIVES AND
TRANQUILIZERS**
(e.g. Valium, Librium, Miltown)

= Increased central-nervous-system
depression.

SOURCE:

The New York Times
Magazine, August 6,
1978.

Marijuana vs. Alcohol



As people take sides in the debate over which substance is worse for you—marijuana or alcohol—it is easy to lose sight of another question. Does anyone benefit from either of these substances? Below is a chart comparing the two drugs, containing the most recent information on marijuana. It was presented in the Sixth Annual Report to the U.S. Congress on Marijuana and Health from the Secretary of Health, Education and Welfare. Read the evidence and decide for yourself.

Physical Effects

- M not proven or ruled out. Reversible and dose-related changes in brain waves occur. Also tachycardia, poor peripheral vision, respiratory irritation, impairment of pulmonary function, lowering of testosterone levels, possible chromosome changes, possible impairment of immunity to disease
- A substantiated at high doses. Impairment of senses, memory, coordination, liver function, circulation, digestion, reaction time, appetite, etc.

Effects on Behavior (small doses)

- M sensitivity increased, talkative, silly
- A senses less acute, talkative, silly, less inhibited

Effects on Behavior (large doses)

- M confusion, impairment of memory, drowsiness, withdrawn behavior
- A sleepiness, vomiting, unconsciousness, coma

Physical Addiction

- M none
- A 1 in 10 drinkers becomes an alcoholic

Lethal dose

- M not attainable
- A possible. Only .5% alcohol in blood is fatal

Driving Ability

- M definite impairment very similar to effects of alcohol. The number of users who drive while intoxicated is rising rapidly. Effects may outlast the intoxication by several hours.
- A impaired reaction time, judgment, coordination, but effects diminish with removal of alcohol from blood

Tolerance

- M can develop
- A does develop

M=Marijuana A=Alcohol

Withdrawal Sickness

M has occurred involving irritability, restlessness, decreased appetite, difficulty sleeping, tremors, nausea, vomiting and diarrhea

A DT's, shakes, tachycardia, anxiety, hallucinations, delusions, seizures

Flashbacks (recurrence of intoxication without ingesting more of the drug)

M have occurred in both heavy and infrequent users

A none

Psychological Changes

M usually lessens aggressiveness, slows personality development, may be used as coping agent, heavily influenced by set and setting, may cause acute anxiety, cloud mental processes, cause disorientation

A may increase aggressiveness, slow personality development, be used as coping agent, replace previously important things in drinker's life

Lead to Other Drugs

M not physically. May happen by association with those who sell other drugs

A not physically. Users seldom seek other drugs psychologically

Potentiation

M unknown effect with other drugs

A may be highly dangerous if used with other drugs

Detection in Body

M difficult but long-lasting. Can be detected up to 7-14 days. No roadside test for driving under the influence

A easily detected by breath test which can be done at roadside

Signs of Dependence

M lack of ambition or goals, loss of energy, confused thinking

A same as marijuana plus increasing the amount used, memory blackouts, drinking in the morning and alone, change in personality

Incidence of Use

41

M 36 million have tried it. One-eighth of the youth surveyed used it in a given month

A 100 million users. One-third of the youth surveyed used it in a given month

Breakdown in Body

M complex and long storage in body, may block the breakdown of other drugs

A simple, rapid breakdown to carbon dioxide and water

Loss of Motivation

M possible

A possible

Debilitation

M not particularly

A may be very debilitating

Effect on Pregnant Woman's Fetus

M unknown

A Fetal Alcohol Syndrome, prematurity, stillbirth

Purity of Drug

M unknown, often adulterated or mixed with other drugs like PCP. Amount of THC varies in each batch

A dose regulated and pure in purchased product but may be mixed improperly by buyer

Organizations to Help Abusers and their Families

M Potsmokers Anonymous

A Alcoholics Anonymous, Alateen, Alanon, Community Concern for Alcohol, etc.

Medical Uses

M May prove useful in treatment of glaucoma when used in drops into the eyes, may prove helpful in treating nausea suffered by those receiving chemotherapy

A none today

Value to Society as a Whole

You decide

M=Marijuana A=Alcohol

OPTION B

TOPIC: Drugs Other Than Alcohol

APPROXIMATE TIME: 30-40 minutes

f o c u s

The student will be able to identify the physical and behavioral effects of drugs, other than alcohol, on the body, especially as it relates to driving.

p r e p

Special Preparation Steps:

Prepare copies of the handout.

RESOURCES

From the Guide:
Drugs and Driving,
p. 43

ACTIVITY

1. On the board write the following categories: Marijuana, Tranquilizers/ Sedative Hypnotics, stimulants, hallucinogens, over-the-counter drugs
2. Under each category, have students brainstorm how taking that kind of drug might affect driving ability.
3. After the lists have been exhausted, distribute the handout "Drugs and Driving".
4. Using the handout as a focus, discuss each category clarifying any questions or misconceptions.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

Wow!

Read Yellow Pages
Other Drugs, p. 46-
61

l e s s o n o u t l i n e

DRUGS AND DRIVING



Millions of people take drugs every day and don't realize these drugs can affect their driving. Alcohol, tranquilizers, marijuana--or any other mind-altering drug--can affect the mental and physical (psychomotor) skills needed to drive.

Different people's driving skills can be affected differently by the same drug. The driver's weight and emotional state, the amount of the drug and when it was taken--all influence the driver's ability to size up an emergency situation or to judge speed, for instance.

Mixing drugs can be doubly dangerous because each drug adds to the impact of the other. This is especially true if one of the drugs is alcohol.

Even some over-the-counter medicines can affect driving skills. The hallucinogens and the highly unpredictable PCP can also interfere with driving.

ALCOHOL

Each year alcohol, a depressant drug that affects coordination, judgment, perception, and emotional state, is responsible for about 28,000, or half, of all American highway deaths.

Studies with driving simulators show that drunk or nearly drunk subjects overestimate their abilities and make riskier choices behind the wheel. Some studies indicate that women's driving performance may be affected more quickly and by less alcohol than men's. (This is probably because the average woman is smaller in size, which makes her less tolerant than the average man to the same amount of alcohol.)

Alcohol increases the depressant effects of tranquilizers and barbiturates. Mixing these drugs, on or off the road, can be extremely hazardous.

MARIJUANA

Although marijuana appears to have more effect on the senses and perception than on the strictly physical aspects of driving, even typical social doses affect driving skills.

Driving simulator studies show that subjects under marijuana's influence are more likely to miss important visual cues, to have narrower fields of vision, and to be slightly less coordinated. They also have more difficulty "tracking," or staying in their lane, and they don't respond as quickly to sound. Other studies have pointed out that marijuana can affect judgment and concentration.

Some studies show, however, that subjects on marijuana tend to take fewer risks, and that regular users tend to show less impairment in driving skills than inexperienced users.

Many people think that smoking marijuana and driving is safer than drinking and driving. But driving is safest without drugs.

TRANQUILIZERS AND OTHER SEDATIVE-HYPNOTICS

Tranquilizers are central nervous system depressants which help relieve tension and anxiety. Since the different tranquilizers have similar effects on driving skills, only diazepam (Valium), the most commonly prescribed, is considered here.

Studies show that therapeutic doses of diazepam may slightly impair psychomotor skills by slowing reaction time, interfering with eye-hand coordination, and affecting the speed at which the brain processes sensory information. Driving simulator tests show that persons on diazepam are somewhat less likely than others to check "roadway" conditions. On the other hand, tranquilizers may enhance the driving skills of some anxious people, for whom they are prescribed because of their calming effect.

Flurazepam (Dalmane) is the most widely prescribed sleeping pill. Studies show that it accumulates in the body and that its residual effects impair driving skills. When test subjects drank alcohol after only a single night's dose of Flurazepam, their skills became highly impaired. Elderly people need to be especially careful when driving the day after taking this drug.

The other sedative-hypnotic drugs, including barbiturates, are powerful depressants that calm people down or help them sleep. Sleepy or oversedated drivers, however, are not good drivers. Driving simulator tests show that doses of secobarbital (Seconal) slowed reaction times and made it harder for drivers to stay in lane.

Mixing sedative-hypnotics with alcohol, also a depressant, can be extremely dangerous. Drinks plus "downers" make bad traveling companions.

STIMULANTS

Amphetamines, cocaine, and caffeine stimulate the central nervous system. Modest amounts of these drugs usually make people feel more alert.

In fact, studies point out that small doses of amphetamines, given to subjects for a limited period of time, improve performance of most driving skills. However, these subjects tend to overestimate their performance and take more risks. Actual driving records indicate that people who take amphetamines are slightly more accident prone, probably for these reasons.

While heavy amphetamine use will keep drivers awake and active for long stretches of time, it will also make them less coordinated, edgy, and, as one accident study found, four times more likely to be involved in a car crash.

Little information exists to date about cocaine's effects on psychomotor driving skills. Research does show, however, that typical social amounts of cocaine can produce lapses in attention and concentration.

Although caffeine can help the drowsy driver stay alert, it can't make the drunk driver sober. Studies show that ordinary amounts of caffeine do not improve an inebriated subject's driving skills.

HALLUCINOGENS AND PCP

These drugs distort judgment and reality, cause confusion and panic, and can produce psychotic-like reactions. They should not be mixed with driving.

OVER-THE-COUNTER DRUGS

Many over-the-counter drugs produce drowsiness in some people that can affect their driving. Drivers should read the labels and be especially careful with antihistamines, other cold preparations, or any medicine that relaxes or promotes sleep.



SESSION 7

FEELINGS AND DECISIONS

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO IDENTIFY HIS/HER FEELINGS ABOUT THE USE OF ALCOHOL, AND UNDERSTAND HOW THEY INFLUENCE HIS/HER DECISIONS.



OPTION A

f o c u s

The student will be able to identify his/her feelings about the use of alcohol and understand how they influence his/her behavior.

p r e p

Special Preparation Steps:

l e s s o n o u t l i n e

RESOURCES

From the Kit:

Feel Wheels

ACTIVITY

1. Divide students into five groups.

2. Have groups circle around a "Feel Wheel."

3. Have each student take out a marker (e.g., pen, ring, coin, etc.).

4. Explain the each time you read a statement, students are to place their markers on the wheel according to how they feel about the statement. Note: If students do not wish to express their feelings, they can put their marker in the space marked "sanctuary." If they have a feeling that is not represented on the wheel, they can mark "free zone" and if their feelings are changing and/or they are unsure how they feel, they can mark "transition."

5. Select statements from the list provided (see following page) or create your own.

6. After marking their feelings, give the groups time to discuss why they marked the way they did.

7. Discuss with students how being under the influence of feelings effects their decisions and behaviors.

8. At the conclusion of the activity ask each student to share an "I learned..." statement with the class.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

*Teacher evaluation
of activity.
Please circle:*

1 2 3 4 5

Ugh!

Wow!

Read Yellow Pages
Decision Making,
p. 10-16

FEEL WHEEL SITUATIONS

1. How do you feel about someone you don't know being picked up for DWI?
2. It's late Friday night when you get a phone call at home. It's your best friend calling from jail. He/she has been arrested for DWI and wants you to come and drive him/her home. Mark your feeling on the wheel. Discuss what you would do.
3. How do you feel about a drunken driver who kills your best friend in an accident? Mark your feeling. Discuss what should be done with that person.
4. How do you feel about a parent who allows his/her teenagers to drink at home?
5. What are your feelings about having keggers?
6. How do you feel about asking someone you don't know to buy beer for you for a party?
7. How do you feel about your date who doesn't drink alcoholic beverages at a party?
8. How do you feel about a friend who has a drinking problem but refuses to get help?
9. How do you feel about a friend who is drunk at a party and is leaving to drive home with three other people? Mark your feeling. Discuss what you would do.
10. How do you feel about riding in a car with a driver who has been drinking?
11. How do you feel about being approached by a "wino" who asks you for a quarter to buy coffee.
12. How do you feel about adults who buy alcoholic beverages for minors?
13. How do you feel about police who cruise drinking spots Friday and Saturday nights to catch young people drinking?
14. How do you feel about the host/hostess at a party who lets people drive home who are under the influence of alcohol? What could you do?

FEAR

REJECTION!

HATE

LOVE

FRUSTRATION

Understanding

f o c u s

The student will be able to identify his/her feelings and attitudes about the use of alcohol, and understand how they influence his/her decisions.

p r e p

Special Preparation Steps:

Prepare copies of the worksheet.

RESOURCES

From the Guide:

Alcohol Attitudes worksheet, p.

Instructor Provides

Chalk
Chalkboard

ACTIVITY

1. Explain that this activity will give the students an opportunity to explore their own feelings toward alcohol and a chance to look at their impact on safety and well-being.
2. Distribute the worksheets.
3. Have students rank the characters on the sheet as the directions indicate.
4. When all students have completed their ranking, take a quick tally to see how many ranked each character as #1 or #2 and how many ranked each character as #7 or #8. This should show the extremes. Write the tally on the board.
5. Ask if there are any general comments.
6. Divide the class into groups of four to six.
7. Ask them to individually look at the "Driver" and think of as many possible consequences of this behavior as they can. Write these down on the back of the worksheet. Then ask them to do the same thing with the "Father."
8. When completed, ask the students to share within their groups first, the consequences of the "Driver's" behavior and second, the consequences of the "Father's" behavior. Allow time for discussion.
9. At the end of the discussion, ask the students to re-rank their worksheets, if they would like to, as a result of their discussion.

EVALUATION

COMMENTS OR

SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh! (Wow!

l e s s o n o u t l i n e



ALCOHOL ATTITUDES

Directions:

Read the description of the fictitious people listed below and rank them on the basis of how strongly you feel about the behavior of each individual. No. 1 would represent the individual which you feel has the most negative behavior and No. 8 would be the least negative behavior. For example, one might rank a person who deliberately gives a child an apple in which he/she has hidden razor blades as No. 1, and one who cheats on his/her diet by having a candy bar as No. 8.

<u>Individual Rank</u>		<u>Group Response</u>
_____ Friend	An adult who buys beer in a grocery store to give to her/his friends who are under 21 years of age.	_____
_____ Counselor	A student who comes to a counselor in school to tell him/her of his involvement with alcohol, and the counselor tells his/her parents.	_____
_____ Boozer	Person who comes to the office party drunk.	_____
_____ Teacher	Teacher who believes very strongly that alcohol is bad and has told a few things to his/her students that weren't true just so they would be sure not to drink.	_____
_____ Father	Father who drinks a couple of beers each evening to be sociable but yells when he hears his 15-year-old son has been drinking at a party.	_____
_____ Driver	A 22-year-old girl who has been drinking heavily at a party and decides to drive her friends home in her new car.	_____
_____ Police	Police officer who knows of a sophomore kegger but doesn't investigate because he/she says, "Kids will be kids."	_____
_____ Alcoholic	Man who argues with his wife and causes family problems because he can't hold a job.	_____

EIGHT HOUR COURSE

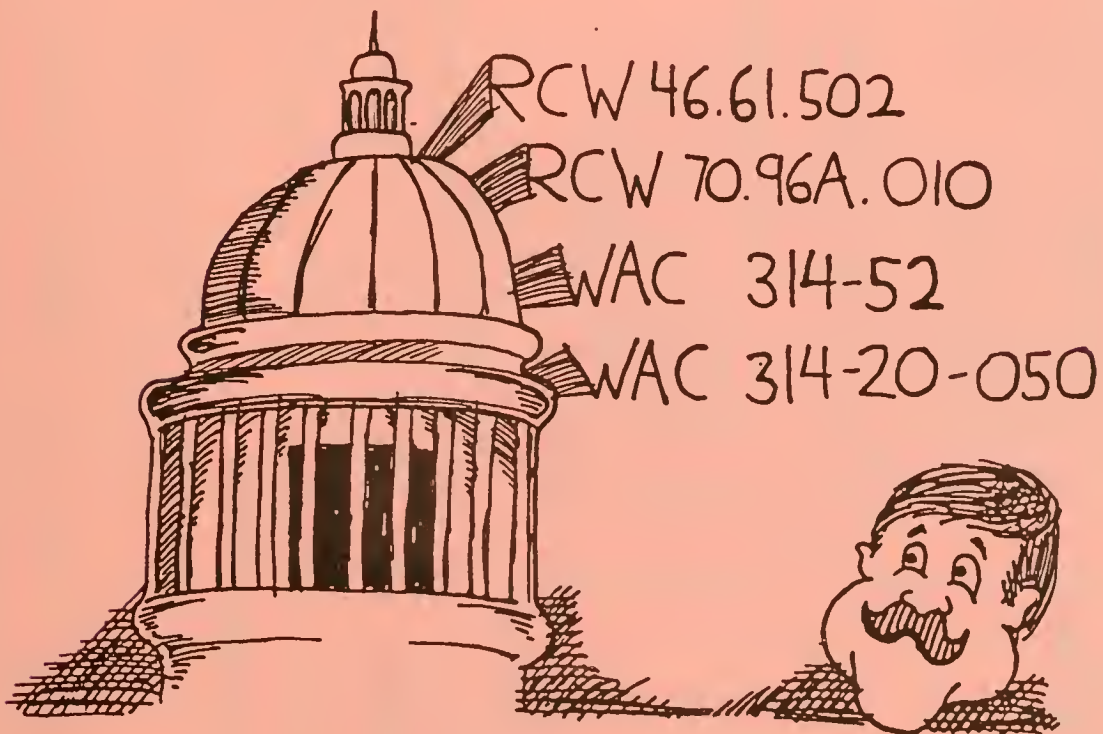
IF YOU HAVE UP TO EIGHT HOURS, THE LESSONS IN THIS SECTION
CAN BE ADDED TO THE PREVIOUS LESSONS.



SESSION 8

THE LAW

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO IDENTIFY THE LAWS WHICH RELATE TO ALCOHOL, DRUGS AND DRIVING IN HIS/HER COMMUNITY AND ESTIMATE THE PROBABLE COSTS OF BEING ARRESTED FOR A DWI OFFENSE.



focus	The student will be able to: 1. identify the laws which relate to alcohol and driving in his/her community. 2. estimate the probable cost of being arrested for DWI.		
prep	Special Preparation Steps: Make copies of the worksheet. Invite a state patrol officer or other law enforcement speaker (optional).		
lesson outline	RESOURCES	ACTIVITY	EVALUATION
	From the Guide: "Monetary Cost of DWI" worksheet, p. 52 Read Yellow Pages Laws, p. 78-87	1. Ask students to write down one question they have about the laws relating to any three of these areas: a. DWI b. Minors and alcohol c. Drinking in public d. Being drunk in public e. Having alcohol in a car f. Penalties g. Breathalyzer h. License suspension or revocation 2. Discuss with the class the laws of the state of Washington which relate to drinking and driving. Discussion should include the areas mentioned above plus (and not limited to): a. Physical control b. Deferred prosecution c. Implied consent d. AIS e. Habitual offender f. Serving alcohol to intoxicated persons 3. Ask the students to refer to their written questions to see if they were all answered. Deal with remaining questions. Activity continued on following page.	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! Wow!

focus			
prep	Special Preparation Steps:		
l e s s o n o u t l i n e	RESOURCES	ACTIVITY	EVALUATION
		Activity continued. 4. Ask students to brainstorm what types of costs might be incurred as a result of being arrested for DWI (e.g., fine, insurance, etc.). 5. For each category listed in #4, ask students to estimate the actual approximate average cost. 6. Distribute copies of the worksheet, discuss each category and the actual costs associated with them. 7. Conclude by asking students to think of things they could purchase with the money spend on a DWI.	
	COMMENTS OR SUGGESTED CHANGES		
	Teacher evaluation of activity. Please circle:		1 2 3 4 5 Ugh! Wow!

SESSION 9

RISK

AS A RESULT OF THIS SESSION, THE STUDENT WILL BE ABLE TO IDENTIFY HIS/HER OWN LEVELS OF RISK AND THE IMPACT THAT MIGHT HAVE ON DRIVING BEHAVIOR.



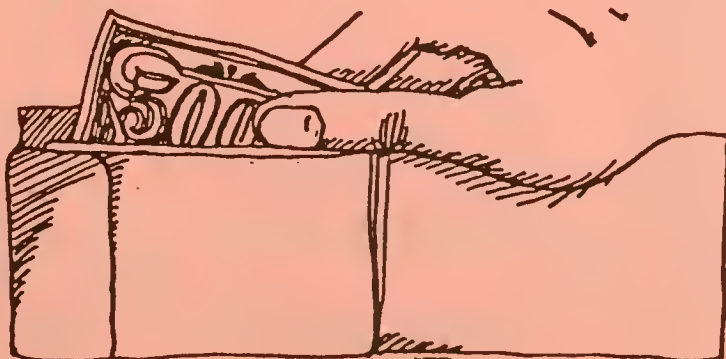
"MONETARY COST OF A DWI"

First Offense

	<u>COST</u>
1. HIGHER INSURANCE COST - average cost is \$800 per year (must carry at least three years)	\$ 2,400
2. LAWYER FEES - Average cost is \$250 minimum, \$700 maximum. It may be as much as \$1,000 with a jury trial and appeal.	500
3. FINES - Average fine is \$300	300
4. COST OF ALCOHOL INFORMATION SCHOOL - Average is \$50	50
5. BAIL BONDS PERSON - (approximate)	40
6. TOWING FEES - Statewide average fee	26
7. STORAGE FEES	\$ _____
8. DAMAGES - Your car (other car plus property damage if uninsured--maybe a damage suit, too) Personal injuries to yourself or others?	\$ _____
9. TIME OFF FROM WORK - If you work, estimate the money that you would lose by being in jail (1 day), time off from work for court (1 day)	\$ _____
10. REINSTATEMENT OF YOUR LICENSE	10
11. LICENSE SUSPENDED (include bus fare here) for usually 30 days	\$ _____
12. PUBLIC TRANSPORTATION	\$ _____
13. OTHER	\$ _____

GRAND TOTAL: \$ _____

DID YOU KNOW? You can avoid all of the above by taking a short taxi ride home. You can take a taxi about 1500 miles for around \$500. It's free to stay where you are until you sober up, or have a sober friend drive you home.



f o c u s

The student will be able to identify his/her own levels of risk and the impact that might have on driving behavior.

p r e p

Special Preparation Steps:

Reserve overhead. Duplicate Situations' handout.

RESOURCES

From the Guide:

"Risk Situations"
handout, p. 55

From the Kit:

Risk Levels
Transparency

Instructor Provides

Overhead projector

Read Yellow Pages
Decision Making
p. 10-16

ACTIVITY

1. Introduce by asking why some people take higher and lower risks than others do. Have students speculate about their risk-taking theories. Explain that this lesson deals with risk-taking and its impact upon decision-making.
2. Distribute Situations handout to each student.
3. Using the transparency, explain what is meant by high risk-low gain, etc. Give an example (e.g., most people would agree that a person who shoots heroin on weekends would be involved in a high risk--legal, health, economic--and low gain activity).
4. Have students fill out worksheets independently, indicating their perceptions of risk and gain in each situation.
5. Have students form small groups and discuss the risks involved and how to handle the situations listed.
6. Summarize their conclusions by discussing the following questions:
 - a. Why are some people more likely to take risks than others in a given situation?
 - b. Expand on the statement that risk and gain are both in the eye of the person contemplating the risk.
 - c. Would you agree or disagree that to learn or grow or change, one must risk?
 - d. Is risk-taking good or bad? Why?

Activity continued on following page.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh! Wow!

l e s s o n o u t l i n e

f o c u s

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

Activity continued.

6. e. How might risk taking impact your drinking behavior?
- f. How might risk taking impact your driving behavior?

COMMENTS OR
SUGGESTED CHANGESTeacher evaluation
of activity.
Please circle:

1 2 3 4 5

Ugh!

(Wow!

RISK SITUATIONS

<u>Risk</u>			<u>Gain</u>		
High	Medium	Low	High	Medium	Low
		1. Driving home after drinking too much.			
		2. Having two drinks in one hour and then driving home.			
		3. Riding home with a driver who has been drinking.			
		4. Riding home with a driver who has been smoking marijuana.			
		5. Hitchhiking late Saturday night.			
		6. Taking a pain pill which was prescribed for your mother last year.			
		7. Taking some "No-Doz" when studying late for an exam.			
		8. Using smoking as a method to keep your weight down.			
		9. "Borrow" some vodka from your parents for a party.			
		10. Rock Climbing.			
		11. Hang gliding.			
		12. Taking a pill (you don't know what it is).			
		13. Reporting a friend for selling drugs.			
		14. Telling a friend he/she has a drug problem.			
		15. Telling a friend they have had too much to drink and they can't drive.			
		16. Refusing to drink at a party.			

f o c u s

The student will be able to identify his/her own levels of risk and the impact that might have on driving behavior.

p r e p

Special Preparation Steps:

RESOURCES

ACTIVITY

EVALUATION

l e s s o n o u t l i n e

1. Introduce the lesson by sharing a situation where you (the instructor) have taken a risk. Ask students why some people take higher and lower risks than others do. Explain that this lesson deals with risk taking and its impact upon decision making about alcohol and safety.

2. Ask students to write down the greatest risk they can ever remember taking in the following areas. Physical, economic, interpersonal, and alcohol related. (These should be risks students are willing to share in a small group.)

3. Once students have completed the writing, ask them to group in groups of five to six and share the risks they identified.

4. Ask students to then rate themselves as being high, medium, or low risk takers in the following categories: physical, economic, interpersonal, and alcohol related.

5. As a class, discuss the following questions:

- What gain did you derive from the risks you took?
- How might risk taking effect your decisions about drinking and driving?
- Is risk taking good or bad?
- Would you agree or disagree that to learn or grow or change, one must risk?

Read Yellow Pages
Decision-Making
p. 10-16

COMMENTS OR
SUGGESTED CHANGES

*Teacher evaluation
of activity.
Please circle:*

1 2 3 4 5

Ugh!

Wow!

